

Position Description

Read each heading carefully before proceeding. Make statements simple, brief, and complete. Be certain the form is signed. Send the original to the Office of Personnel Services.

CHECK ONE: ☐ NEW POSITION ☐ EXISTING POSITION ☒ UNCLASSIFIED

Part 1 - Items 1 through 12 to be completed by department head or personnel office.

1. Agency Name Department for Children and Families		9. Position No.	10. Budget Program Number		Agency Number
2. Employee Name (leave blank if position vacant)		11. Present Class Title (if existing position) HS Consultant – PETS Transition Specialist			
3. Division Rehabilitation Services		12. Proposed Class Title			
4. Section Vocational Rehabilitation	For Use By Personnel Office	13. Allocation		Position Number	
5. Unit		14. Effective Date			
6. Location (address where employee works)		15. By	Approved		
7. (circle appropriate time) Full time X Perm. Inter. Part time Temp. X 100 %	16. Audit Date: By: Date: By:				
8. Regular hours of work: (circle appropriate time) FROM: 8:00 AM To: 5:00 PM	17. Audit Date: By: Date: By:				

PART II - To be completed by department head, personnel office or supervisor of the position.

18. If this is a request to reallocate a position, briefly describe the reorganization, reassignment of work, new function added by law or other factors which changed the duties and responsibilities of the position:

19. Who is the supervisor of this position? (person who assigns work, gives directions, answers questions and is directly in charge)?

Name

Title

Position Number

PETS Manager

Who evaluates the work of an incumbent in this position?

Name

Title

Position Number

Same as above

20. a) How much latitude is allowed employee in completing the work? b) What kinds of instructions, methods and guidelines are given to the employee in this position to help do the work? c) State how and in what detail assignments are made.

The PETS Transition Specialist has some latitude to perform the required functions of this position within the rules and regulations of the vocational rehabilitation program, Rehabilitation Services and the Department for Children and Families. That latitude is provided along with the expectation that the required functions of their position are completed as described and they achieve the expected outcomes

21. Describe the work of this position using the page or one additional page only. (Use the following format for describing job duties):

What is the action being done (use an action verb); to **whom** or **what** is the action directed (object of action); **why** is the action

being done (be brief); **how** is the action being done (be brief). For each task state: Who reviews it? How often? What is it reviewed for?

Number Each Task and Indicate Percent of Time and Identity each function as essential or marginal by placing an E or M next to the % of time for each task. Essential functions are the primary job duties for which the position was created and that an employee must be able to perform, with or without reasonable accommodation. A marginal function is a peripheral, incident of minimal part of the position.

No. Each Task and Indicate Percent of Time	E or M	<p>In addition to the tasks listed below, this position is expected to:</p> <ul style="list-style-type: none"> • Demonstrate leadership in carrying out the DCF Mission, Vision and Guiding Principles, and in communicating these values with peers, customers, partners and the general public; • Demonstrate leadership in carrying out and communicating the Goals and Priorities of Kansas Rehabilitation Services (KRS), emphasizing the value of employment, the potential of people with disabilities, the importance of accountability, and the meaningful involvement of people with disabilities, partners, employers and other stakeholders in KRS programs, services and activities; • Ensure that all KRS programs and services support customer engagement and informed decision making. • Identify his/her own personal strengths and developmental needs to increase job performance and long-term career growth; • Continually analyze work processes, seek new approaches, and make recommendations to enhance efficiency and effectiveness of the agency; • Provide excellent customer service both internally and externally; • Serve as a positive role model, respecting diversity, demonstrating respect, trust, and openness, and communicating in a manner that is courteous, respectful and protects human dignity, and follows the expectations of the RS Professional Conduct guidelines; • Identify gaps and needs for community and agency services and seek to develop needed services in conjunction with other DCF and KRS staff; and • Work cooperatively with peers, staff, customers, community partners and the general public.
35%	E	<p>Provide PETS services as described on the PETS service plan for eligible students. The Transition Specialist is expected to thoroughly document activities with each student and maintain accurate and timely data in the KMIS PETS module. PETS services provided to groups of students will be documented and reported as required. The PETS Transition Specialist is responsible to coordinate transition services with local area workforce youth programs.</p>
30%	E	<p>Conduct and document PETS outreach and education activities in assigned school districts and/or special education co-ops including, but not limited to, outreach to transition personnel, special education teachers, building administrators with knowledge of section 504 eligible students, students with disabilities and their parents, foster parents and/or guardians.</p> <p>Respond timely to referrals and requests for PETS services for PETS eligible or potentially eligible students and assess their needs, collect any necessary releases of information and make other referrals as appropriate.</p> <p>Make referrals as appropriate to the traditional vocational rehabilitation (VR) program to include development of a referral package to aid in timely determination of eligibility for VR and service needs. Provide PETS related progress reports to VR counselors as appropriate to ensure smooth and effective VR transition services.</p>
20%	E	<p>Document and determine PETS eligibility, create a file and enter required DATA in KMIS PETS module. Develop a PETS services plan with the eligible student, their legal representative and any other support individuals the student requests and implement the plan, to include as appropriate the</p>

15%	E	<p>5 required services: job exploration counseling; work-based learning experiences; counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education; workplace readiness training to develop social skills and independent living; and instruction in self-advocacy. Optional PETS services may be provided as authorized by the PETS Manager.</p> <p>Attend and participate in transition IEP meetings as invited and appropriate. Maintain strong professional relationships with school district and co-op transition related personnel to ensure effective transition for eligible students from school to employment, post-secondary education and/or the VR program. Participate in job related training and education to ensure current knowledge of the VR program, special education transition and other needed skills and knowledge.</p>
-----	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

22. a. If work involves leadership, supervisory, or management responsibilities, check the statement which best describes the position:
- () Lead worker assigns, trains, schedules, oversees, or reviews work of others.
 - () Plans, staffs, evaluates, and directs work of employees of a work unit.

() Delegates authority to carry out work of a unit to subordinate supervisors or managers.

b. List the names, class titles, and position numbers of all persons who are supervised directly by employee on this position.

Name

Title

Position Number

23. Which statement best describes the results of error in action or decision of this employee?

(X) Minimal property damage, minor injury, minor disruption of the flow of work.

() Moderate loss of time, injury, damage or adverse impact on healthy and welfare of others.

() Major program failure, major property loss, or serious injury or incapacitation.

() Loss of life, disruption of operations of a major agency.

Please give examples.

The PETS Transition Specialist will provide required services to eligible students with disabilities. Failure to provide services successfully may impede the students' abilities to transition timely or effectively.

24. For what purpose, with whom and how frequently are contacts made with the public, other employees or officials?

The PETS Transition Specialist will provide services directly to eligible students in coordination with school personnel, parents and family members, VR program personnel and other DCF personnel as appropriate.

25. What hazards, risks or discomforts exist on the job or in the work environment?

The potential exists for normal travel hazards associated with automobile travel in the assigned Region; Discomforts and hazard exist due to exposure to weather conditions.

26. List machines or equipment used regularly in the work of this position. Indicate the frequency with which they are used:

Daily use of computer system, spreadsheet and database applications, printers, copier, fax machine, calculator, telephone, all general office equipment, Smartphone and vehicle to travel for business is required.

PART III - To be completed by the department head or personnel office

27. List the minimum amounts of education and experience which you believe to be necessary for an employee to begin employment in

this position.

Education - General

Five years of experience interviewing, investigating, compiling information, documenting decisions, interpreting guidelines and/or providing technical assistance relevant to the agency's programs. Post-secondary education may be substituted for experience as determined relevant by the agency.

Education or Training - special or professional

Preferred – One or more of the following:
Bachelor Degree

Licenses, certificates and registrations

Valid Driver's License (must maintain valid driver's license throughout employment)

Special knowledge, skills and abilities

Experience - length in years and kind

2 years working with students and/or adults with disabilities

28. SPECIAL QUALIFICATIONS

State any additional qualifications for this position that are necessary either as a physical requirement of an incumbent on the job, a necessary special requirement, a bona fide occupational qualification (BFOQ) or other requirement that does not contradict the education and experience statement on the class specification. A special requirement must be listed here in order to obtain selective certification.

Must maintain security clearance throughout employment.

Signature of Employee Date

Signature of Personnel Official Date

Signature of Supervisor Date

Signature of Agency Head or
Appointing Authority Date